DOCUMENT RESUME

ED 123 760 EA 008 314

AUTHOR Christison, Milton
TITLE A Private School Manifesto.
PUB DATE May 76
NOTE 31p.; Paper presented at the Annual Meeting of the Southeastern Association of Independent Schools (Statesboro, Georgia, May, 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Curriculum; Educational Finance; *Elementary Education; *House Plan; Individualized Programs; *Instructional Programs; Learning Activities; Middle Schools; *Private Schools; *Resource Allocations; School Organization; Team Teaching

ABSTRACT

This manifesto outlines the purposes, instructional program, facilities, allocation of resources, financing, and implementation of a private elementary and middle school that is based on the concepts of professional accountability and individualized learning. The school would be organized around learning families that cross grade and ability levels and include approximately 125 to 150 students who would remain together for a number of years. Emphasis is placed on hiring only highly skilled teachers who would team together under one leader for each family. Learning aides would be used to reduce the number of teachers needed. The facilities for the school would be minimal to keep from taking money from instruction. Resource allocation would emphasize instruction--few teachers would be hired but they would be paid top salaries, tenure would be avoided but student success would be rewarded with sizable merit salary increases for the teachers, little would be spent on facilities, and all funds available would be spent on instructional resources. The alternative financial plans considered would result in tuition estimated to be between $900 and $1,000 a year. The plan would be implemented in stages. (Author/IRT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED123760

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A PRIVATE SCHOOL MANIFESTO

a paper

Prepared by Dr. Milton Christison
Assistant Professor
Secondary Education (Media)
Georgia Southern College

for

The 1976 Annual Conference of the
Southeastern Association of
Independent Schools

at

Georgia Southern College
Statesboro, Georgia 30458

May 7, 1976

EA 008 314

"PASS" A PRIVATE SCHOOL MANIFESTO

1.0 PURPOSE OF THE MANIFESTO
- 1.1 Discussion
- 1.2 Proposal
- 1.21 Why a private school?

2.0 ORGANIZATION OF THE SCHOOL
- 2.1 Learning Families
- 2.2 Support for the Learning Families

3.0 POSITION RESPONSIBILITIES AND DESCRIPTIONS
- 3.1 Team Leader
- 3.2 Teachers
- 3.3 Learning Aides

4.0 THE INSTRUCTIONAL PROGRAM
- 4.1 Constraints
- 4.2 The Formal Curriculum
- 4.21 "A" The Identification of the Goals of the School
- 4.22 "B" Specific Objectives and Their Sequencing
- 4.23 "C" An Emphasis on Evaluation
- 4.24 "D" Student Interests as a Basis for Learning Activities
- 4.25 "E" Learning Cycles and Interdiscipline Approaches
- 4.3 Student Teacher Loads
- 4.4 Learning Activities

5.0 FACILITIES

6.0 ALLOCATION OF RESOURCES
- 6.1 General Guidelines
- 6.2 Salary Costs for the Fully Operating School
- 6.21 Elementary Costs
- 6.22 Middle School Costs
- 6.23 Merit Salaries
- 6.3 Costs Other Than Salaries
- 6.31 Materials
- 6.32 Supplies
- 6.33 Equipment
- 6.34 Reserve Fund and Miscellaneous
- 6.35 Facilities

7.0 FINANCING THE SCHOOL
- 7.1 Fiscal Unknowns
- 7.11 Alternative "A" for Facilities
- 7.12 Alternative "B" for Facilities
- 7.2 Tuition Requirements

8.0 IMPLEMENTING THE PLAN
- 8.1 Start or Day One: 350 Students
- 8.2 Step Two: 400 to 450 Students
- 8.3 Step Three: 500 to 550 Students
- 8.4 Step Four: 600 to 650 Students

BIBLIOGRAPHY

APPENDIX A "INDIVIDUALIZED INSTRUCTION" BIBLIOGRAPHY

"PASS" A PRIVATE SCHOOL MANIFESTO

"PASS" (according to Webster) "An opening or passageway through an obstructed region or barrier." "To move or be transformed from one place, state, or condition to another; to change possession, condition, or circumstances; to undergo transition or conversion; to change gradually." "To go through any inspection or test successfully; to be approved or accepted; to attain the required standards." "To go from place to place; to surpass; to exceed; to excel; to go beyond bounds."

"MANIFESTO" (Webster) "A demonstration of evidence . . . a statement of policy or opinion."

1.0 PURPOSE OF THE MANIFESTO

To outline a statement of purposes for a private school based upon the concepts of professional accountability and a successful and highly individualized learning program.

1.1 DISCUSSION

American public schools are failing. Children are leaving the elementary and middle grades without the basic skills, attitudes and self concepts required for success at later school levels. Students leaving high schools are unable to find success in work, at advanced training programs (college, etc.) or in their personal lives. As a result, student failure and student discipline and behavior problems are more common in public schools each year. Parents and teachers are becoming, with the students, increasingly frustrated.

Yet many teachers are extremely successful and a few schools shine with the quality of their programs. It seems obvious that today, while many teachers do know how to teach, they are not required to do so and they are not rewarded when they are successful.

1.2 PROPOSAL

This is a proposal for a private school to be based upon two guiding principles:

(a) Hire only excellent teachers and reward them when they are successful; "P.A." or "Professional Accountability".

(b) Teach every student, i.e., expect and demand that each child advance at least one "grade level" each year and that all are at least "at grade level"; "S.S." or "Student Success".

This then is a "PASS" school.

1.21 WHY A PRIVATE SCHOOL?

> The elementary school as we know it is largely the product of historical accidents. That is to say, the graded school for children roughly five or six to eleven or twelve years of age was not a result of national studies, or assessment, nor careful experiments regarding child growth and development, nor an adoption or revision of what knowledge is of most worth, nor surveys to determine the most pressing needs of children in the age bracket. . . . rather, decisions regarding the elementary school have been made in response to such questions as, "what will we do with rapidly increasing numbers of children?". (Ammons: 1969, pp. 105-106)

Not because a quality education must be more expensive than in an American public school. Costs should be about the same. However, most public schools are so bound by bureaucratic traditions concerning the allocation of resources (people, places, and things) that it is difficult if not impossible for teachers to teach, for students to learn, for administrators to manage, or for parents to understand the school program. In a private school they could be allowed to do so.

2.0 ORGANIZATION OF THE SCHOOL

> Thus, while we want to change, while we alter school organization, we still divide the child's school world into the same subject areas which have been the basis for schooling for decades. (Ammons: 1969, p. 108)

2.1 LEARNING FAMILIES

> Our terming this a family model emphasizes the intimate manner of the children's learning with and from each other, and the teacher's nurturing role, as one who shares with children certain interests and occupations, who provides materials and settings for the children's growth, and who facilitates the children's solving of problems that develop essentially out of their own life in the environment created for them.
>
> Students in a factory school classroom are generally found working on identical material at a uniform pace. . . . The factory school does not foster individual initiative and quality of work, but stresses instead a competition in sheer quantity and rate of production. . . . punitive authority . . . uninterrupted monotony . . . tedium . . .
>
> The full-fledged corporation school includes both team teaching and non-graded characteristics. . . . The whole attitude of the school is orientated toward planning and rationalization and toward the employment of specialized skills and technology. . . . in some corporation schools the students have even less control over their activities than in the factory school. . . (Grannis 1968, pp. 103-122)

This school would avoid the traditional classroom system based on grade levels and borrow freely from the concepts found in "British Infant Schools", "Open Classrooms", the "Middle School Movement", and such efforts at individualizing as "PLAN" and "IGE" (Individually Guided Education). It would be based upon teaching teams responsible for a "family" of students.

> When teachers are working with children of several age levels, cooperative teaching may make it possible to bring greater unity into the experience of individual children through greater assurance of continuous progress through the program. (Multi Age Grouping . . .: 1968)

Each family would cross grade and ability levels and include approximately 125 to 150 students who would remain together for a number of years.

2.1 LEARNING FAMILIES (continued)

The school would provide for wholesale use of adults as para-professionals or learning aides who would assist in drill, grading, and the non-professional aspects of teaching usually assigned to professional teachers who will then be free to function as professionals.

Each family will be assigned to a master teacher, titled a "team leader" who will be responsible for the instructional program of the family and who will be held responsible for the success of their efforts and "their" family.

2.2 SUPPORT FOR THE LEARNING FAMILIES

To ensure success of the four or five families of the school, certain support services/collections/staffs must be provided. These services are those required for the humane education of children or those that must be provided to ensure an effective and efficient operation of the school. They may also include those services that are necessary yet too expensive to be duplicated for/in each family. Such services include:

(a) a media center and staff,

(b) a humanities staff (art, music, and physical education),

(c) reading and possible testing and counseling specialists,

(d) management and custodial services (administrative, office, and custodial).

3.0 POSITION RESPONSIBILITIES AND DESCRIPTIONS

To teach well is to enable someone to learn rapidly, agreeably, and thoroughly. (Comenius: (1649) p. 96)

3.1 TEAM LEADER

Each learning family will be assigned to a single person, the Team Leader, who will be responsible for the educational success of all students assigned to the family. They will be responsible for providing a teaching-learning environment that works, teaching, and selecting and supervising the teaching staff who will work with them. They may employ up to two (in the elementary teams; three in the middle school teams) teachers who will assist them.

The specific mix of backgrounds and experiences and the specific duties assigned to the teachers will be the team leaders responsibility although she would be expected to work closely with other teams/families and the school headmaster/principal.

Obviously the qualifications of such leaders must be high, they will be experienced, very well trained, and have a prior record of success with students. They would normally be employed for eleven months.

3.2 TEACHERS

Only highly skilled teachers will be selected for the teaching families. Each teaching team, while encouraged to develop individual personalities, will probably be comprised of a similar mix of expertise. By this I mean to suggest that since the teams will be responsible for all basic instruction (including that traditionally assigned to reading, language arts, mathematics, science, and social studies in the elementary school) each family will probably wish to select people complementing each other by presenting some assortment of training in these disciplines. However, the specific background may vary, for example:

3.2 TEACHERS (continued)

Family A, responsible for 125 students aged (5 or) 6 to 10 (or 12).

Team Leader; an early childhood educator and language arts specialist

Teacher 1; a science-mathematics specialist/teacher

Teacher 2; a social studies specialist/teacher

Family D, responsible for 140 students aged 10 (or 11) to 13 (or so).

Team Leader; a social studies specialist/teacher

Teacher 1; a science specialist/teacher

Teacher 2; a mathematics specialist/teacher

Teacher 3; a language arts specialist/teacher

Teachers would be employed for 10-1/2 or 11 months.

3.3 LEARNING AIDES

One of the untapped resources of an educational system, especially in geographic areas with a highly educated population, is the person who is either trained in a teachable field (but not certified as a teacher) or who has a flair for working with children. The families will attempt to tap this resource through the use of learning aides and/or para-professionals.

Aides may be older people who are still young at heart and who wish to continue to work with children. They may be people with desired clerical skills. They may also be younger women who wish to work during the school year, while their own children are in school, yet who wish to have summers free for vacation with their families.

Learning aides will work with children under the supervision of the professional members of the teaching team. They will also provide much of the drill, grading, and other similar para-professional or clerical (or routine) duties often assigned to the public school

3.3 LEARNING AIDES (continued)

teacher. They are a critical part of the program of the school, for while there will be fewer "teachers" in the school (but better ones!), this is to be a school with more adults having time to work with students having some special problem or need. Learning aides will work either nine months or, for a few, eleven months.

4.0 THE INSTRUCTIONAL PROGRAM

4.1 CONSTRAINTS

Constraints should be kept to a minimum as the instructional program and its formal plan, the curriculum, are developed. However, two seem to merit emphasizing:

> Probably no problem in methodology has received more attention during the past half century than how to individualize instruction. At this point in time, we seem almost to have resolved the problem. (Frozer: 1969, p. 7)

(a) The learning program is to be highly individualized and allow flexibility for students both in pacing and methodology. Thus, "textbook" teaching is to be discouraged and a variety of materials provided through both the teams and the supporting media center.

> Teacher classroom behavior is determined more by textbooks than by any other single factor. (Gilmore: 1963)

(b) Planning time must be provided within and between the teams. Each teacher will have at least 20% of their work day/week/year reserved for reflective thought and planning with other teachers and support staff members. Teams will meet often to discuss their problems and specialists from one team (i.e., Language Arts) will meet with their fellow (Language Arts) specialists on other teams.

4.2 THE FORMAL CURRICULUM

The planned curriculum of the school would be based upon five characteristics:

(a) Formal identification of the goals the school seeks to attain,

(b) Stating of specific objectives and sequencing them to lead to goals attainment,

4.2 THE FORMAL CURRICULUM (continued)

(c) An emphasis on evaluation (rather than grading or testing),

(d) Ongoing consideration of individual student interests in developing student learning activities,

(e) A plan for "cycles of learning" beginning with reading and communication skills in the early years of school, then to other skills, etc., needed to expand the potentials of/for learning and, finally, in the middle school teams to extensive exploration of student interest projects that require the use of sometimes sophisticated study skills/habits/attitudes, etc.

4.21 "A" THE IDENTIFICATION OF THE GOALS OF THE SCHOOL

The identification of the goals to be attained in a school should, and in this school would, be the first step in designing a curriculum. The professionals of the school, working closely with concerned parents, will first identify the broad and general directions to be followed by the school. All that follows in the development of the curriculum will then be measured against these goals, if it supports them it is included; if it does not support them and does not suggest changing th goals, then it will not be included in the curriculum.

4.22 "B" SPECIFIC OBJECTIVES AND THEIR SEQUENCING

> Trying to teach children separately all that may need to be learned in the varied subject fields results in a fragmented curriculum that may, in turn, mean that no field is thoroughly taught. (Frazier: 1969, p. 11)

Since we no longer have enough time to include everything in a school curriculum, we will select carefully what we wish children

4.22 "B" SPECIFIC OBJECTIVES AND THEIR SEQUENCING (continued)

to learn. Since the goals of the school will be available to provide guidance for inclusion of specific learning objectives, we will be able to more efficiently accomplish those things we identify as important, i.e., since we will know where we are going we will be able to identify whether a bus going north (or someone's new reading program) is better for us than a canoe going south (or someone elses new reading program) as we seek to attain our goals. Since most schools have little idea of what they are attempting to do, it hardly seems surprising that so many are unable to educate children well.

A related aspect is "sequencing" or always knowing where each child is and where he is going at any given point in time. Where as in a traditional school third grade activities may have little relationship to what happens in the fourth grade, in this school one "science learning" will lead to another or to others. A child will thus always have what he needs for success with a learning activity and will never waste his time with activities he is either unable to or has already accomplished.

4.23 "C" AN EMPHASIS ON EVALUATION

> The reason for stressing evaluation (i.e., over "grading" and "reporting" . . . Christison) is that in my judgment, we ought to be concerned with a childs progress, not with developing categories for him to fit or labels for him to wear. True evaluation is a learning experience for the child and is not judgmental, nor is it used to threaten or cajole, or to elevate, or to make odious comparisons. It has as its purpose assisting each child to grow . . . . (Ammons: 1969, pp. 105-122)

In this school evaluation programs will have a priority and careful records will be kept concerning the status of each student. Each (new?) student will be pre-tested at the beginning of each school

4.23 "C" AN EMPHASIS ON EVALUATION (continued)

year and all students will be post-tested to identify the extent to which they have moved toward or along the goals and objective sequences of the school. Of course there will also be many evaluation steps throughout the year.

4.24 "D" STUDENT INTEREST AS A BASIS FOR LEARNING ACTIVITIES

> What I accept as knowledge, and therefore knowable, must allow for empathic knowing, for sensitivity to another's perceptions of occurrences. It means that much of worth is known without my (i.e., the teachers . . . Christison) intervention or awareness. Learners do come to know without me. I assume that knowledge and knowing are a means, not an end. Finally, knowing, and thus learning, is deeply personal for each individual.
>
> The good society is one in which man is free to choose, to make of himself what he will, to participate in the business of living according to his own lights. Such a society encourages independence of mind and spirit and does not bend humankind to its own ends, however magnanimous these may be. It is a society which provides the context for freedom of choice of the individual. (Ammons: 1969, p. 110)

At all times the interests of individual children will be considered by the teaching teams. By this concern the school will seek to retain that interest in learning so common to younger children and so often lost by the time they graduate from high school. When a child indicates some special interest (and teachers will be charged with seeking out or developing student interests) time will be made available for the child to reach out, to work with, to explore such interests under the assistance of both teachers and other adults of the school. "Content" thus would be considered a means to an end and not an end in itself. All are to learn to read, all are to learn that they are valuable members of the family and school, all are to learn that they can succeed. Whether they learn these things in art, English, science, mathematics, or some special interest project, crossing discipline lines is immaterial.

4.25 "E" LEARNING CYCLES AND INTERDISCIPLINE APPROACHES

> In discussing the work of Bruce Joyce, Fantini and Weinstein note: "It will clarify the relationship of skills and concept curriculum to the programming of the affective realm if one visualizes a school with three interlocking tiers of content.
>
> One tier contains the basic skills, information, and concepts that are generally agreed upon as essential building blocks for the intellectual development of the child . . . .
>
> The second tier involves the development of the learner's idiosyncratic interests and talents . . . .
>
> The third tier consists of group-inquiry curriculum dealing with social issues and problems (such as civil rights) . . . ." (Fantini: 1968, p. 25)

Closely related to this concern would be a reordering of the traditional disciplines within the cirriculum. Since the terms "science" and "English" are simply human efforts to provide labels for certain abstract concepts they probably have little value as a basis for curriculum development. Many "science" understandings and principles are commonly used in "social studies," for example "cause and effect," and the use of the "scientific method". As a further example, "communication" is not just a concern of those studying English but must be considered whenever man communicates with other men. Thus, the curriculum will place emphasis not upon studying science or English or social studies, but upon the attainment of objectives and the development of specific skills, knowledges, and attitudes often crossing discipline lines. If the "scientific method" is identified as being of value to students it may be taught in art, English, or even science activities. In a similar manner, children will be taught to communicate with others and to evaluate the communications of others. Such learnings may take place when dealing with music, drama, or social studies concepts, but will not take place in an English class meeting Monday

4.25 "E" LEARNING CYCLES AND INTERDISCIPLINE APPROACHES (continued)

first period.

> To find out how to make knowledge when it is needed is the true end of the acquisition of information in the schools, not the information itself. (Dewey: 1915, p. 16)

Thus this school will be more concerned with the sequence of learnings than in the grade level achievement of children. As science-like activities are sequenced, a child will work along a time-line at his own pace and often following his own interests. It may be difficult to say that any one child is at grade level. He may be far ahead in science (when compared to others of his age who are in a public school setting), somewhat ahead in social studies activities, and having trouble in humanities (and receiving special tutoring by the school).

4.3 STUDENT/TEACHER LOADS

An observation should be made concerning the instructional program to be provided. A recent article in a Savannah, Georgia newspaper (March, 1976) describes a small (private, religious) school that provides an instructional program that allows the third to sixth grade students of the school to score at the 99th percentile on national achievement tests. When this score is placed beside a further characteristic of the school, it becomes exciting; because this is a religious school, the students spend about one-half of the school day on religious instruction! Thus, at least one school is able to outscore academically almost every other school using only one-half of the school day for traditional instruction.

This must suggest that educators question the traditional concern for student attendance and for student-teacher contact time as

4.3 STUDENT/TEACHER LOADS (continued)

expressed in per-pupil loads. While it is probably true that education could be improved by having fewer children for each teacher, it is also probably true that this is neither economically feasable nor possible without doubling, perhaps two or three times, the size of the teaching staff of the school. When Bell telephone was faced with the need to improve phone service it did not assign a live operator to every ten telephones, it utilized the technology available and fewer live operators. If it had not made this decision, every female between the ages of fifteen and forty-five would probably be required to place the calls made today.

It would seem probable that the time students "spend" with teachers may be reduced drastically with little harm and probable improvement in the learning of children. We know that children learn without teachers watching, now we should improve the quality of the time teachers spend with students.

> Approximately 90% of teachers' questions require no more than that he (. . . i.e., the student) recall some specific piece of information or that he be able to put someone else's idea into his own words. (Guszak: 1966)

4.4 LEARNING ACTIVITIES

We have noted that in this school a significant portion of each day/week/school year would be devoted to exploration or individualized study not requiring the direct supervision of teachers. Teacher time will thus be available to provide well thoughtout and extensive humanities programs (in art, music, and physical education), in community exploration, or in carefully developed special interest groups dealing with such areas as rocketry, geology, ecology, etc.

4.4 LEARNING ACTIVITIES (continued)

> As I see it, there are four major objectives for the elementary school child: (a) that he be able to make reasoned and wise choices regarding his own behavior in a radically changing social context; (b) that he acquire the tools which allow such wise choices; (c) that he become increasingly independent in his learning; and, (d) that he value learning as a means of coping with his world. (Ammons: 1969, pp. 114-115)

This must not be taken to mean that everyday, "at noon," school is out and play time begins for students (and vacation time for the academic team). Rather this suggestion says that as children discover topics that interest them they will be encouraged to take time to explore, either by themselves or with others sharing such an interest. It also suggests that, rather than allowing children to wander about haphazardly, these special interest programs will come under the responsibilities assigned to the basic teaching team and will be considered a part of the basic instructional program. Since we have said that content is to be seen as a means to an end, a small group building rockets may be learning important scientific techniques through their experiences while another student (or group) working with an ecology (interest) project may be learning the same scientific techniques with another body of content. The goal is to prepare students who enjoy learning and who know how to guide their learning activities, i.e., the development of self-starting learners.

It is necessary to note that this is not to be taken to mean that all children will equally share in such activities. Obviously, children must learn how to learn. Younger children may be able to spend very little time alone, they will probably not have either the skills in reading or locating information that would allow them to succeed with projects of this nature. But, as they grow in school, they must and will have such opportunities. By the time children are

4.4 LEARNING ACTIVITIES (continued)

in what once were called grades 4, 5, and 6 a significant portion of their time, perhaps approaching one half, will probably be spent working with, but not under, teachers on projects that they help to identify and develop. This type of study will increase as the children move into the traditional middle school grades of 6, 7, and 8.

This is also not to be taken to mean that independent study, etc., is to be considered a better, or somehow more important means of learning. We would anticipate that in many, perhaps most, cases children will be working with others. Two or three who share an idea, a small group of five or six good friends, perhaps even groups comprised of the entire family are all possible. And this is the significant factor to be noted; this school will have the possibility of using whatever sized group and whatever type of learning activity is seen as most efficient and effective. The tradition that views as somehow magical a group of 25 (to 35) students will never be allowed.

What specific learning activities might occur in this school? On any given morning (or afternoon) a number of students in an elementary family may be learning mathematics by visiting a local store and studying prices. A second part of the family might be studying science by visiting a local forest, marsh, or meadow. A few may be listening to audio tapes in the media center. A few may be reading to a learning aide. A large number will just be reading. All of the language arts specialists in the school may be meeting for a discussion of how to improve the teaching of spelling. Ten students may be working in an art area on projects that interest

4.4 LEARNING ACTIVITIES (continued)

them, while ten others may be listening to the art specialist demonstrate how to make holiday gifts for their family. Two students may be arguing a point with a teacher about a book they are writing for the media center. One teacher may be introducing a social studies film to a large group; an aide could later show the film to the group while the teacher meets with a parent about the problems her child is having with social studies.

5.0 FACILITIES

Only a few brief statements can be made about the facilities that would be required to house this learning environment. First, as a general guideline we must note that costs for facilities must be minimized. This school must break out of the trap so common to other private schools as parents, not knowing any better, judge the quality of a school by the physical features of the school. This school must stand or fall not upon the quality of its brickwork but upon the quality of its educational product. Since budgets will be limited, any cost for a pretty building must, of necessity, come from costs for purchasing better book collections or costs for drawing superior teachers from other schools. Thus, the suggestion that at least initially facilities be leased or rented and any suggestion to build impressive buildings be studied critically.

The most suitable choice would be a large "warehouse" type building preferably within walking distance of a park or field allowing outdoor activities. However, it would probably be possible to house the learning program in a more traditional school environment.

The area should be air conditioned, carpeted, and heated

5.0 FACILITIES (continued)

adequately, with visual and audio barriers to provide an environment conducive to student learning (not teacher comfort). Students should be encouraged to do much of the interior decoration, selection of pictures, colors, etc.

6.0 ALLOCATION OF RESOURCES

6.1 GENERAL GUIDELINES

A school established upon the description that has been provided must allocate resources in a manner much different from public schools. This school would attempt to follow the general guidelines listed below:

(a) Hire fewer teachers and pay them top salaries,

(b) Avoid any tenure system and reward student success with a sizable merit salary for teachers (and supporting staff?) contributing to student success,

(c) Spend little on facilities; rent or lease buildings, equipment, etc., if possible,

(d) Spend any and all funds available on the resources needed to teach, i.e., materials for the media center, lab materials, supplies, etc.

When these guidelines are translated into a specific financial plan the following picture emerges:

6.2 SALARY COSTS FOR THE FULLY OPERATING SCHOOL

6.21 ELEMENTARY COSTS

Elementary Instructional Teams (3)

3.0 Team Leaders	*12,000 x 3 =	$36,000
6.0 Teachers	* 9,000 x 6 =	54,000
9.0 Learning Aides	5,000 x 9 =	45,000
		$135,000

6.21 ELEMENTARY COSTS

Elementary Support Staff

.5	IMC Specialist	* 4,500	$ 4,500	
1.0	Media Aide	5,000	5,000	
.75	Reading Specialist	* 6,750	6,750	
.5	Music Teacher	* 4,500	4,500	
.5	Art Teacher	* 4,500	4,500	
1.0	Physical Educator	* 9,000	9,000	
.5	Principal/Headmaster	*10,000	10,000	
.5	School Secretary	3,000	3,000	
.5	Mts/Custodian	7,750	3,750	
				$ 51,000

6.22 MIDDLE SCHOOL COSTS

Middle School Instructional Teams (2)

2.0	Team Leaders	*12,000 x 2 =	$24,000	
6.0	Teachers	* 9,000 x 6 =	54,000	
6.0	Learning Aides	5,000 x 6 =	30,000	
				$108,000

Middle School Support Staff

.5	IMC Specialist	* 4,500	$ 4,500	
1.0	Media Aide	5,000	5,000	
.25	Reading Specialist	* 2,250	2,250	
.5	Music Teacher	* 4,500	4,500	
.5	Art Teacher	* 4,500	4,500	
1.0	Physical Educator	* 9,000	9,000	
.5	Principal/Headmaster	*10,000	10,000	
.5	School Secretary	3,000	3,000	
.5	Mts/Custodian	3,750	3,750	
				$ 46,500

6.23 MERIT SALARIES

*When so indicated, 10% of the salary is reserved for merit based upon the success of the students.

6.3 COSTS OTHER THAN SALARIES

6.31 MATERIALS

Instructional Materials		
10,000 Each Team x 5 =	$50,000	
Support Materials (Media Center)	30,000	
Miscellaneous (Testing, etc.)	3,000	
		$ 83,000

6.32 SUPPLIES

Instructional Materials 1,000 Each Team x 5 =	$ 5,000	
Office and Custodial	3,000	
		$ 8,000

6.33 EQUIPMENT

Furniture	$40,000	
Instructional and Audiovisual	20,000	
		$ 60,000

6.34 RESERVE FUND AND MISCELLANEOUS $10,000

$ 10,000

6.35 FACILITIES (See 7.11 and 7.12)

7.0 FINANCING THE SCHOOL

7.1 FISCAL UNKNOWNS

Unfortunately, a number of unknowns come into play when the final summary of costs to parents is computed. First, the cost of the facilities required cannot be accurately estimated. The location of the school and of facilities available for lease could only be estimated when a final decision is made covering the community to be served by the school. Costs in or near Atlanta would vary from Savannah or a more rural setting. Second, the enrollment has been estimated at approximately 650 students, as the estimates below show costs could/would rise prohibitly if the number of students fell to below 550.

Tuition Estimates:

340,500 Costs for Salaries (See 6.2)
161,000 Costs for Materials/Equipment/Supplies (See 6.3)

501,500 to Provide the Instructional Program Outlined in This Paper

7.11 ALTERNATIVE A FOR FACILITIES

50,000 Lease/Maintenance/Utilities
501,500 for Instructional Program
551,500 for the School

A^1 650 students enrolled	A^2 550 students enrolled
551,500/650 = a tuition of 840	551,500/550 = a tuition of 1,000

7.12 ALTERNATIVE B FOR FACILITIES

100,000 Lease/Maintenance/Utilities
501,500 for Instructional Program
601,500 for the School

B^1 650 students enrolled	B^2 550 students enrolled
601,500/650 = a tuition of 925	601,500/550 = a tuition of 1,090

7.2 TUITION REQUIREMENTS

This then must be our conclusion, to provide the educational program outlined in this paper it would cost parents approximately 9-1100 for tuition. Two factors, the size of the enrollment and the cost of providing facilities make it impossible to make a closer estimate of costs at this time.

8.0 IMPLEMENTING THE PLAN

Unlike Athena, this school could not spring full grown out of the sea. It is more logical to project a small beginning with a number of growth steps, each building upon the success of those proceeding. Thus, the following implementation plan is suggested. It projects a small (and rather expensive) start with two later stages as student enrollment grows; it may take as long as four to six years for the complete school, as outlined on the previous pages, to be developed.

8.1 START OR DAY ONE: 350 STUDENTS

The school should open with no less than 350 students if tuition is to provide the basis for financing the school. The school would be organized around two (2) elementary families of 125-140 students each and one (1) middle school family of 125-150 students. The distribution of resources would be as follows:

Elementary Instructional Teams (2)			
2.0 Team Leaders	12,000 x 2 =	$24,000	
4.0 Teachers	9,000 x 4 =	36,000	
6.0 Learning Aides	5,000 x 6 =	30,000	$ 90,000
Middle School Instructional Teams			
1.0 Team Leaders	12,000 x 1 =	$12,000	
3.0 Teachers	9,000 x 3 =	27,000	
4.0 Learning Aides	5,000 x 4 =	20,000	59,000
Support Staff/Team			
1.0 Principal, Secretary, Custodian		$33,500	
1.0 Media Specialist, Art, and Physical Educator		27,000	60,500
Materials		40,000	40,000
Supplies		5,500	5,500
Equipment and Furniture		30,000	30,000
Reserve, Emergency, Miscellaneous		5,500	5,500
Facilities, Lease or Rent, Utilities		50,000	50,000
			$340,500

Enrollment projected at 350 students would equal a tuition of approximately $1,000 per child.

8.2 STEP TWO: 400 TO 450 STUDENTS

As enrollment grows to 400 students a second step in development would take place. This would attempt to do more than "cover" the greater number of students and would provide for an expansion of the quality of education provided. Specific changes are explained on the following page.

8.2 STEP TWO: 400 TO 450 STUDENTS (continued)

Elementary Instructional Teams (2 - Same as for 8.1)	$ 90,000
Middle School Instructional Teams (1 - Same as for 8.1)	59,000
Instructional Support Staff (Increase of 25,250 Over 8.1 to Reflect the Addition of 2.5 Positions; Reading; Testing; .5 Music)	52,250
Administrative, Custodial Support (Same as for 8.1)	33,500
Materials (Increased to Build Collections)	60,000
Supplies (Increased to Reflect Larger Enrollments)	7,350
Equipment (Increased to Reflect Larger Enrollment, etc.)	40,000
Reserve, Miscellaneous (Increased)	10,000
Facilities (Projected Same as for 8.1)	50,000
	$402,100

Enrollment projected at 400 would equal a tuition of slightly over $1,000 per child.

8.3 STEP THREE: 500 TO 550 STUDENTS

As enrollment approaches 500-550, at least one additional family would be required and additional support staff and collections, etc., would be provided as shown below. At this time we would be approaching but not yet attaining all of the characteristics of the PASS school as described in this paper. Total budget would be projected at approximately 500,000. Exact expenditures should not be projected, the question of whether one or two new families would be required would provide the constraints at this growth level.

8.4 STEP FOUR: 600 TO 650 STUDENTS

At the level this school would be fully operational, the expenditure picture would then approximate that shown in 6.0 and 7.0 of this paper.

BIBLIOGRAPHY

Ammons, Margaret. "Communication: A Curriculum Focus," in A Curriculum for Children, Alexander Frazier (ed.), Washington, D.C.: ASCD, NEA, 1969, pp. 105-122.

Comenius, John Amos. Analytical Didactic (1649) Chicago: University of Chicago Press, 1953.

Dewey, John and Evelyn Dewey. Schools of Tomorrow, New York: Dutton, 1915.

Fantini, Mario and Gerald Weinstein. "Reducing the Behavior Gap," NEA Journal: 57: 22-25, January, 1968, p. 25.

Frazier, Alexander. "Curriculum Making for Children: Elements and Issues," in A Curriculum for Children, Alexander Frazier (ed.), Washington, D.C.: ASCD, NEA, 1969, pp. 1-18.

Gilmore, D. "A Critical Examination of Selected Instructional Practices." Unpublished doctoral dissertation. East Lansing: Michigan State University, 1963.

Grannis, Joseph C. "The School as a Model of Society," in Technology and the Curriculum, Paul W. F. Witt, (ed.), New York: Teachers College Press, 1968.

Guszak, F. J. "A Study of Teacher Solicitation and Student Response Interaction About Reading Content in Selected Second, Fourth, and Sixth Grades." Unpublished doctoral dissertation. Madison: University of Wisconsin, 1966.

Multi-Age Grouping: Enriching the Learning Environment. Washington, D.C.: Department of Elem-Kindergarten-Nursery Education, NEA, 1968.

APPENDIX A
"INDIVIDUALIZED INSTRUCTION" BIBLIOGRAPHY

Arena, John E. "An Instrument for Individualizing Instruction," Educational Leadership, 27: 784-787, May, 1970.

Aschermann, Jerry R. "Learning Activity Packages Don't Work for Everyone," American Biology Teacher, April, 1974, 36: 241.

Askland, Linda C. "Conducting Individualized Language Experience Stories," The Reading Teacher, XXVII (November, 1973), 167-70.

Baker, Gail L. and Isodore Goldberg. "The Individualized Learning System," Educational Leadership, 27: 775-780, May, 1970.

Bauman, Toni K. "Some Sugar for Individualization," Instructor, December, 1975, pp. 65-66.

Blachowicz, Camille L. "Reading Objectives: A Computer Based Accountability Model," Reading Teacher, April, 1975, pp. 659-661.

Blake, Howard E. and Ann W. McPherson. "Individualized Instruction--Where Are We? A Guide for Teachers," Educational Technology, 9: 63-65, December, 1969.

Bloom, Benjamin S., Max D. Engelhart and Others. Taxonomy of Educational Objectives, The Classification of Educational Goals. Handbook I: Cognitive Domain, New York: Longman, Green and Co., 1956.

Boston, Robert E. How to Write and Use Performance Objectives to Individualize Instruction. Vol. I. How to Analyze Performance Outcomes, Englewood Cliffs, New Jersey: Educational Technology Publications, 1972.

Botts, Robert E. "The Climate for Individualized Instruction in the Classroom," Journal of Secondary Education, 44: 309-314, November, 1969.

Briton, Ronald W. "Individualizing a Basal Reader," Reading Teacher, October, 1972, pp. 59-63.

Burns, Richard W. "Learner Awareness of Success with Learning Packages," Education Technology, 13: 31-32, August, 1973.

Burns, Richard. "Methods for Individualizing Instruction," Educational Technology, 11: 55-56, June, 1971.

Butler, Lucius A. J. "Performance Objectives for Individualized Instruction," Audiovisual Instruction, 15: 45-46, May, 1970.

Clayton, Dean and Louis Moles. "Evaluation in Individualized Instruction," Business Education Forum, 26: 20-23, December, 1971.

Coppedge, Floyd L. "Characteristics of Individualized Instruction," The Clearing House, 48: 272-277, January, 1974.

APPENDIX A (continued)

Daniel, Bonnie. "Individualized Evaluation is Essential in Individualized Learning," NASSP Bulletin, (May, 1974) 58: 57-60.

Deal, John V. "The Automated High School," Nation's Schools, 90: 36-45, October, 1972.

Deep, Donald. "The Computer Can Help Individualize Instruction," Elementary School Journal, April, 1970, pp. 351-357.

Didle, Isabel W. "The Teacher in a Multi-Mediated Setting," Educational Leadership, 28: 123-128, November, 1970.

Donnelly, Mona M. "Four Approaches to an Exciting Program," Instructor, January, 1976, p. 74.

Dunn, Rita Stafford. "Individualizing Instruction: Teaming Teachers and Media Specialists to Meet Individual Student Needs," Audiovisual Instruction, 16: 27-28, May, 1971.

Durio, Helen F. "Toward Personalized Instruction," Intellect, 102: 297-299, February, 1974.

Ediger, Marlow. "Reporting Pupil Progress: Alternatives to Grading," Educational Leadership, January, 1975, 32: 265-268.

Eisele, James E. "Individualized Instruction," Contemporary Education, 43: 17-20, October, 1971.

Elliot, Bill and Mary Jo Woodfin. "Evaluating and Recording Children's Activities: Diagnosing Educational Need," Learning Centers: Children on Their Own, Washington: Association for Childhood Education International, 1970, pp. 38-51.

Exbenson, Thorwald. Working with Individualized Instruction: The Duluth Experience. Palo Alto: Fearon Publishers, 1968, pp. 1-14.

Finch, John M. "An Overview of Computer Managed Instruction," Educational Technology, 12: 46-47, July, 1972.

Fisher, Mary-Margaret. "The Nuts and Bolts of Individualized Instruction: Classroom Management," Modern Language Journal, April, 1973, pp. 179-185.

Fraenkel, Jack R. Helping Students Think and Value. Englewood Cliffs: Prentice-Hall, 1973, pp. 52-90--Chapter on "Diagnostic Evaluation"

Frase, Larry E. "The Concept of Individualized Instruction, Educational Technology, 12: 45, July, 1972.

Glasser, Joyce F. "Evaluating Learning Centers and Independent Study Programs," The Elementary School Learning Center for Independent Study, West Nyack: Parker Publishing Co., 1971.

APPENDIX A (continued)

Gronlund, Norman E. "Using Diversified Learning Materials," in Individualizing Classroom Instruction, Norman Gronlund, ed., New York: Macmillan Publishing Co., Inc.,

Haddock, Thomas T. "Individualized Instruction Through Student Contracts" in Individualized Instruction; A Book of Readings, by Talbert, Gene and Larry E. Frase, Columbus, Ohio: Charles E. Merrill Publishing Co., 1972, pp. 127-132.

Herd, Arthur A. "Successful Practices in Individualized Instruction," NASSP Bulletin, 55: 75-82, December, 1971.

Hosticka, Alice. "Are Special Skills Needed to Teach an Individualized Curriculum?," Educational Technology, November, 1974, 14: 27-28.

Howard, Eugene R. "Developing Sequential Learning Materials," NASSP Bulletin, 54: 154-168, May, 1970.

"Individually Guided Education," Intellect, December, 1973, 102: 145-146.

Klingstedt, Joe Lars. "Developing Instructional Modules for Individualized Learning," Educational Technology, (October, 1971), 11: 73-74.

Leary, James L. "The Grading Controversy: How Do You Meet It?," Educational Leadership, October, 1975, 33: 25-28.

Lowe, Bonnie. "Individualized Creative Writing in the Open Classroom," Elementary English, February, 1975, pp. 167-169.

Mager, Robert F. Preparing Instructional Objectives, Belmont, California: Fearon Publishers, 1962.

"Marvel of the Bronx," Time, 103: 48, April 1, 1974.

McCleary, Lloyd E. "Design and Implementation of the Individualized Instructional Programs," Educational Technology, November, 1974, 14: 11-13.

Norton, M. Scott. "Thrusts Toward Individualization of Instruction," The Clearing House, 48: 394-398, March, 1974.

Reinert, Harry. "Readers' Reactions: Practical Guide to Individualization," Modern Language Journal, October, 1971, pp. 389-392.

Ringis, R. Herbert. "What is an Instructional Package?," Journal of Secondary Education, (May, 1971), 46: 201-205.

Rowell, C. Glennon. "A Prototype for an Individualized Spelling Program," Elementary English, March, 1972, pp. 335-340.

Russell, Wilma and Martha Irwin. "Instruction: Meeting Individual Needs of Students," The Clearing House, 48: 295-299, January, 1974.

APPENDIX A (continued)

Sharp, Billy B. "Contract Learning and Humanistic Education," Educational Technology, 11: 28-30, June, 1971.

Smith, Annette. "Cleo--The Know It All Teacher's Aide," Learning, October, 1975, pp. 84-87.

"Some of Our Best Teachers Have Never Gone to College," Instructor, August/September, 1973, pp. 79-81.

Swenson, Gardner. "A 'Unipac' On How to Make a 'Unipac'," Journal of Secondary Education, 48: 231-236, May, 1971.

Thomas, George I. and Joseph Crescimbeni. "Meeting Individual Needs by Approaches Other Than Unit Teaching," Individualized Instruction in Elementary Schools, New York: Random House, 1967, pp. 394-397.

Turnbull, William W. "The Uses of Measurement in Individualized Education," NASSP Bulletin, (May, 1970), 54: 80-87.

Ubben, Gerald C. "A Look at Nongradedness and Self-Paced Learning," Audiovisual Instruction, 15: 31-33, February, 1970.

Wheeler, Alan H. "Creating a Climate for Individualizing Instruction," Young Children, 2?: 12-16, October, 1970.